

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Vincent Malinauskas Block #: 1
2. For what project did you make your digital story? Final Reflection Dr. Ward
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? Reflection for Dr. Ward's class over the semester Classroom planning
4. What type of story are you telling? Fairytale combined with documentary
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
www.readwritethink.org/files/resources/lessons_images/lesson42/RWT027-4.pdf
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
could have created a prezzi which moved to the three main points of Multiple Intelligences, Checking for Understanding, and Understanding by Design
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) Using a digital story you can add in parts which visual learners really enjoy and can follow what is going on. Also something about a movie just seems to interest people more in a presentation. The cons to using a digital story are that it may take a longer editing process and the creation of it may take longer or may become more complicated. The pros to using a prezzi is it also is good for visual learners and it can also be easy to create a flow for a presentation built into the existing product. The cons on the other hand are that prezzi is becoming more common and is seen a lot it can be boring. Another con is that prezzi is rather short for this project and can be made easily without much content which for a project does not do the job.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. (<i>Copy and paste the element and its description/explanation from the source Web site.</i>)	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. (<i>If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.</i>)	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. (e.g., <i>Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”</i>)
Do Not need to include Fairies.	We have a fairy Tinkerbelle/Kayla and our Fariy god-mothers even if we don’t need to include one we have on anyways.	Kayla’ Character is one of our members who knows about the three essential questions and can help the group solve the problem of teaching them. Our fairy god-mothers are our teachers and passed on the knowledge for us.
Include Fantasy, Supernatural or make-believe aspects.	We have Fairy God-Mothers and a Stepmother has kidnapped them.	This helps us make learning about our unit fun and keeps our audience involved so they pick up on what we are trying to teach easier.
Typically incorporate clearly defined good characters and evil characters	Mother Gothel is the kidnapper, the rest of us are characters who have been defined as the good guys.	The good and bad characters can portray role models along the way and challenges that we must overcome.
Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.	Characters from the story are magical and our search for our fairy god-mothers has a magical background to it.	While magic doesn’t exist we use many different elements of technology, planning, classroom management and more to create safe and successful teaching environments.
May include objects, People, or events in threes.	The three things UbD, MI, and Checking for understanding, as well as three Fairy god-mothers.	The three essential questions summarize the content and prove that we know the major points of the lesson and are capable of teaching others.
Focus the plot on a problem or conflict	We need to learn how to teach the practicum	Learning how to teach students in the future and

that needs to be solved.	students of the future and get our Fairy god-mothers back	others who wish to become teachers is our content knowledge so this proves we understand the material.
Often have happy endings, based on the resolution of the conflict or problem.	In the end we get our Fairy god-mothers back and we know how to teach our practicum students of the future.	If you can learn to be a good teacher and follow this plan you can have a “happy ending” of teaching your students and hopefully inspiring them. You can succeed with hard work and learning the material.
Usually teach a lesson or demonstrate values important to the culture.	Teach students how to be good teachers for the future. Values are how to be an effective teacher for your future students.	We showed this by hitting on the major three points of the unit MI, UbD, and Checking for Understanding.